



Opportunity Funding
Combined application for Flexible funding and Mental Health and/or
Reading funding

For more information contact: Maria Rodriguez
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Funding Period: Fiscal Year 2023

Opportunity Funding

Directed Funds for students identified as English Learners and students from low-income households

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

Application deadline: July 29,2022

Purpose: Senate Bill 56 of the 151st General Assembly codified the Opportunity Fund, an additional source of education funding for Delaware public schools intended to support the increased needs of low income and English learner students, and established the parameters for how the funding is to be distributed and the usages reported. Epilogue language in the annual appropriations Act provides further parameters regarding usage and allocation.

For FY23, this is a combined school-based application for both the Flexible funding and Mental Health and/or Reading funding (if applicable) allocations.

Appropriation Allocation Method:

Flexible Funding - \$30 Million to be allocated. LEAs will receive school-based allocations at \$616.35 per English learner (EL) and \$616.35 per low-income (LI) student. LEAs shall have flexibility in the use of these funds to enhance services to EL and LI students, including using these funds to cover 100% of personnel costs for associated staff, contractual services, supplies and materials, or other expenditures deemed necessary to provide additional supports to these populations. Staff may include, but not be limited to, personnel dedicated to improving reading comprehension and math proficiency, or who provide additional wrap-around services or mental health supports. Funding allocations shall be made available to LEAs upon the passage of the FY23 budget so that in early July LEAs may begin to hire staff, procure instructional materials, execute contracts for services, and plan for the upcoming school year.

Mental Health and/or Reading - \$8 million to be apportioned to schools which meet the following criteria based on prior year unit count: (1) a grade configuration containing kindergarten through fourth grade and (2) greater than or equal to 30% Low income and/or greater than or equal to 10% English learner enrollment. These funds for mental health support shall be in the form of school counselors, school social workers or licensed clinical social workers, school psychologist and/or for additional reading supports for grade K-5. Services may include the employment of staff, where such funding may be used to cover 100% of personnel costs on a 10-12-month basis and/or contracted services.

All districts shall be authorized to assess a local match to provide for the local costs associated with this appropriation.

Accountability:

For FY23, local school boards shall allocate not less than 98% of the total allocation it receives generated by a specific school to that school. A local school board that wishes to allocate the funds in a different manner may do so in accordance with 14 Del. C. §1704(4).

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

Districts and charter schools shall submit an annual report to the Department of Education on the use of the funds no later than January 1st of each year detailing how each school expended the funds earned and total expenditures by school, and make those reports publicly available on their website.

Metrics: Academic growth, progress toward English language proficiency (ELP) and mathematics proficiency, and reduction in chronic absenteeism.

In addition to the accountability measure data, the Delaware Department of Education (DDOE) will provide support by offering:

- Toolkits on evidence-based best practices for improving outcomes for EL and low-income students.
- Guidance for selecting high quality instructional materials.
- Technical support enabling LEAs to take a comprehensive look at their funding streams in order to maximize and coordinate them.
- Professional learning provided by content experts.
- Sharing best practices in a variety of ways including regular meetings with curriculum directors, chiefs/principals, social media and presentations.

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District/Charter Information

| | | |
|--|---------------------|--------------------|
| DISTRICT/CHARTER NAME: Charter School of New Castle | | |
| DISTRICT/CHARTER STREET ADDRESS: 170 Lukens Drive | CITY: New Castle | ZIP CODE: 19702 |

Main Contact Information

| | |
|--|-------------------------------------|
| CONTACT NAME: LaRetha Odumosu and Rachel Valentin | CONTACT PHONE NUMBER: 3023248901 |
| CONTACT EMAIL ADDRESS: Laretha.odumosu@csnc.k12.de.us; Rachel.valentin@csnc.k12.de.us | |

| School Name | Flexible Funding | Total Flex LEA | Mental Health and/or Reading | Total MH and/or Reading LEA |
|------------------------------------|---------------------|---------------------|---------------------------------------|-----------------------------------|
| (579) Charter School of New Castle | \$183,056.00 | \$183,056.00 | \$119,128 | \$119,128 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

| | | |
|--|---------------------|--------------------|
| SCHOOL NAME: Charter School of New Castle | | |
| SCHOOL STREET ADDRESS: 170 Lukens Dr | CITY: New Castle | ZIP CODE: 19702 |

School Contact Information

| | |
|---|-------------------------------------|
| CONTACT NAME: LaRetha Odumosu; Rachel Valentin | CONTACT PHONE NUMBER: 3023248901 |
| CONTACT EMAIL ADDRESS: Laretha.powell@csnc.k12.de.us; Rachel.valentin@csnc.k12.de.us | |

| | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> |
|---|--------------------|---|---|
| <i>EXAMPLE: Hire full time 1 social worker</i> | <i>\$42,000</i> | | <input type="checkbox"/> |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| <p><i>EXAMPLE: Contracted full-time school-based EL coach</i></p> | <p>\$70,000</p> | <p><i>Example: The contracted English learner coach will support schoolwide implementation of the WIDA English Language Development Standards. The coach will provide professional learning and in-classroom supports to all educators on the integration of content and language. The expected impact is a change in teacher practice, based on classroom walkthroughs, ultimately leading to increased outcomes on both content assessments and ACCESS ELP targets.</i></p> | <p style="text-align: center;"><input type="checkbox"/></p> |
| <p>Continue to hire 1 full time Assistant Principal of Academics, Salary</p> | <p>Salary \$92,748 OECs \$29,616 Benefits \$8,264</p> | <p>The addition of an instructional leader to our secondary program allows for targeted support for our Humanities subjects. The AP role allows for more one-on-one planning, consistent weekly planning and instructional support. The addition of an Assistant Principal focused on humanities, allows for more strategic support for all of our students, specifically our low-income and EL population. This investment is measured through the percentage of students meeting growth targets on MAP. The target is for at least 50% of students to meet their MAP growth target</p> | <p style="text-align: center;"><input checked="" type="checkbox"/></p> |
| <p>Continue to hire 1 partial instructional coach</p> | <p>Partial \$52,428</p> | <p>The instructional coach provides even more intensive support to teachers who are struggling with specific action steps and lesson plan execution. This position allows for us to provide targeted support to our teachers in order to ensure that learning is happening at an optimal level. Studies have shown that low-income and EL students were disproportionately impacted by school closures due to the pandemic. In order to close learning deficits, it is paramount for instructors to be able to implement a plethora of pedagogical approaches in response to student data. Direct coaching support is imperative to develop our instructors and this role will provide the support needed to our instructors, particularly as it pertains to our low</p> | <p style="text-align: center;"><input checked="" type="checkbox"/></p> |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | income population. This investment is measured through the percentage of students meeting growth targets on MAP. The target is for at least 50% of students to meet their MAP growth target. | |
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 Opportunity Funding Form
 2022-2023 School Year

| <u>Mental Health and/or Reading (if applicable) (05311)</u> <ul style="list-style-type: none"> • School Counselor • School Social Worker • Licensed Clinical Social Worker • School Psychologist • Reading Supports | <u>Cost (hired or contracted, if applicable)</u> | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> |
|---|--|---|--|
| <i>e.g., School Counselor (partial funding)</i> | \$39,094 <i>(Hired)</i> | | <input type="checkbox"/> |
| Continue to contract Mental Health Personnel: School Licensed Social Worker | 58,000 | <p style="text-align: center;">The expected impact is two-fold; we will continue to contract out a School Licensed Social Worker who will be collaborating with school personnel to help our low income and EL students build their social emotional skills necessary, make progress with families by providing resources and supports in order to actively engage and thrive in the academic environment. We recognize that many of our low income and EL students have demonstrated difficulty with anxiety, attention/concentration, participation and involvement with academic work, and feelings associated with grief and loss as a direct result of increased exposure to trauma within the home environment. As aforementioned data proves that, our low-income students have regressed in their academic progress and achievement without the consistent in-person instruction and immersion into the curriculum. Therefore, we intend to use the funds to offer tiered support in the form of weekly small group and</p> | <input checked="" type="checkbox"/> |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>individualized counseling. The target goals of support with focus on mindfulness, coping skills that can translate to the learning space, and processing of feelings related to the experience of trauma, grief etc..</p> | |
| <p>Reading Assist Institute</p> | <p>60,000</p> | <p>Reading Assist Institute (RAI) is dedicated to children with reading needs, teaching them the foundational skills of reading and empowering them to succeed academically. The expected impact is to help struggling readers learn the basic mechanics of reading, and train tutors, parents and teachers in an evidence-based, multisensory, structured approach to literacy education. We are partnering with reading assist institute to address the struggling reader population at our school through their accredited Reading Intervention Program. This program will also target students who are in the lowest 10% in reading proficiency to benchmark on foundational reading skills. Reading Assist’s intervention program is accredited through The International Multisensory Structured Language Education Council (IMSLEC) and has received national recognition from AmeriCorps for its effectiveness. Their results show that students outpace expected grade-level progress in reading fluency and achieved grade-level benchmarks on foundational reading assessments which supports students EL skills are have traditionally been classified as low income. We recognize that our identified low-income and English learners require small group and individualized learning opportunities. It provides the additional space for collaboration with school personnel and exposure to the English language context and content. Ultimately, our goal is to provide more opportunities that are equitable for our</p> | <p style="text-align: center;">☒</p> |

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2022-2023 School Year**

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| | | low-income and English learners to access the curriculum through targeted forms of support. | |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | <input type="checkbox"/> |

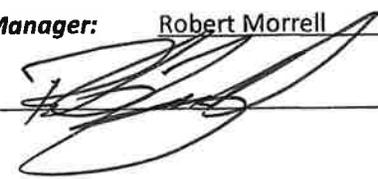
Assurances and Signatures

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Chief School Officer: LaRetha Odumosu/Rachel Valentin
Signature:  Date: 8/23/2022

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager: Robert Morrell
Signature:  Date: 8/23/2022

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Education/Designee: Cora L. Scott, Deputy Secretary of Education
Signature:  Date: 8/23/22

 8/23/22